

I. HOW TO MAKE THIS MANUAL WORK FOR YOU

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This manual is a practical guide for librarians and volunteers who will be planning and implementing the statewide summer reading program theme at their library. Each year can bring revisions and new ideas. The program ideas and crafts are only suggestions, allowing for and encouraging in-house creativity and expertise.

LET'S BE PRACTICAL!

1. Skim the manual prior to attending the Children's Librarians' Workshop. This will give you a general understanding of the program and all that it involves. Also, review the basic programming guidelines in this manual.
2. Then, read the manual thoroughly. Use a highlighter, write in the margins, use bookmarks and post-it notes to highlight what you want to incorporate in your library's program. Web site links included in the manual were tested and active at press time.
3. You may choose to use notebook dividers to mark the different sections of your manual to make it easier to use. The programs have been placed in age categories to make it easier to select programs for specific ages.
4. Once you are familiar with the program possibilities, design an overall plan for your program. Meet with key staff members and volunteers to plan special theme weeks, motifs, decorations, supply needs, contests, incentives, etc.
5. In order to keep ongoing statistics of how many children and adults are involved in your programs, you may want to create a form like the following, or you may want to write your programs and attendance figures on your calendar.

SUMMER READING PROGRAM STATISTICS

Kick Off Event

_____ number attended
_____ number of registered first day
_____ number of staff
_____ number of volunteers

Weekly Events

Story Time

_____ number attended
_____ number of staff
_____ number of volunteers

Film Festivals

_____ number attended
_____ number of staff
_____ number of volunteers

Saturday Program

_____ number attended
_____ number of staff
_____ number of volunteers

Final Event

_____ number attended
_____ number of staff
_____ number of volunteers

Total number of story hours, adventure clubs and Saturday programs _____

Total attendance _____

Total number of staff _____

Total number of film festivals _____

Total attendance at film festivals _____

Additional Notes:

(Use to record any special event that you conducted which could be replicated in the future and that could be shared with other libraries.)

II. BASIC PROGRAMMING

1. GOALS AND EVALUATION

GOALS

As Children's Librarians we should be committed to making a difference in our community through library services to children. It is with this thought in mind that we turn our focus to the summer reading program.

Librarians need to constantly look for ways to reach patrons not yet introduced to the public library. The summer reading program is an excellent way to do this. During the Summer Reading Program children and their parents are welcomed into the library for fun and fellowship. Children are able to maintain reading levels through the summer and enjoy themselves at the same time. Children who participate in summer reading programs have such great experiences in the public library that they anticipate the next summer reading program long before the school year is over. It is important for us to remember this excitement when setting goals.

Although it is wonderful to find a tried and true program, it is also important to freshen up your programs yearly. Children get bored easily, and if we are presenting the same type of program to them every year, soon we will find ourselves without summer reading program participants. When setting goals for your summer reading program, you should consider modifying the structure from the previous year's program.

When setting goals for your program it is important to be realistic. An appropriate goal for your library should be one that is plausible, but will require a concerted effort on the part of all the staff. Circulation always increases slightly during a summer reading program, so a slight increase in circulation is not an appropriate goal unless you intend to try and keep circulation at that increased rate all year long.

A plan of action is very necessary when setting goals. It is important to choose a strategy that best meets your objectives. Below are some suggested examples of good strategies.

- Make school visits in May to let all the children know about the upcoming program.
- Distribute flyers to daycares, schools, churches, literacy groups and day camps.
- Do something different than last year to prevent children from getting bored.
- Make sure the program is fun. If you are not enjoying it, the kids are not enjoying it either.
- Contact your special education instructors and find out how to cater programs to the special needs children in your area.
- Contact your English as a Second Language instructors and find out how to reach minority and immigrant children in your area.
- Involve the entire family. Make sure you are offering programs that working parents can get their children to as well as programming during the day.

EVALUATION

It is impossible to determine whether you have indeed met your goals if you do not have any way to evaluate the program. Evaluation is the key to understanding the needs of the community. Evaluating your program can be achieved in many different ways.

It is vital that you keep accurate statistics during your programs. Statistics allow us to determine if our community is truly represented in our programs. They also tell us if our strategies for outreach are effective.

You may also want to consider using a patron survey to evaluate your summer reading program. Although the parents are going to provide the most thorough survey results, it would also be an excellent idea to survey the children. They are the ones participating in the activities, so they would be the best candidates to tell you if they are actually enjoying the program.

For evaluation to be effective, it must be ongoing. Evaluating a program once every three years is not nearly as accurate as evaluating a program three times a year. If you are truly dedicated to serving your community to the best of your abilities, you will be pleased to receive feedback helping you determine what needs to be changed and what has been a truly successful endeavor. Negative feedback is inevitable. Fortunately these negative responses are usually in the minority. Most of your patrons are generally happy with your programs. These patrons are the ones who are going to give you invaluable ideas to further serve your community. The important thing to remember is that we are here to serve our community, and evaluations positive or negative ensure that we are constantly doing everything we can to serve them better.

2. LAPSITS AND PRESCHOOL STORYTIMES

Lapsit programs are for very young children (usually 18 to 36 months) and are done with one parent or caregiver for every child. There are several excellent resources available. Storytimes for Two-Year-Olds by Judy Nichols is especially good and has excellent introductory materials and programs organized by themes that are planned with the busy librarian in mind. Other resources include, Toddler Time by Laurene K. Brown, Toddler Theme-A-Saurus by Jean Warren, Children's Library Services Handbook by Jane Gardner Connor, and Lapsit Services for the Very Young Child 5 by Linda Ernst.

The lapsit program involves having the child and a caregiver sit together and enjoy stories, fingerplays, songs, etc. in a group situation. They are very similar to storytimes for older children, yet the caregiver provides the security and individual attention that allows the youngest of children to enjoy a special time at the library. The programs give parents ideas for sharing books and fingerplays at home with their children. If you are new to this age group, try a shorter version of the regular storytime with more frequent use of fingerplays and songs, and in the beginning, use shorter stories. All the elements of a regular storytime are the same, but the children typically have a shorter attention span and their fine motor skills are not as developed as those in older children. Repeated attendance will provide the children more security in that they will become familiar with the program and what they can expect. Within several weeks, you will be surprised at how much the children's attention spans increase, and how much longer they are able to sit for stories.

Suggest that the caregivers follow along and help their child master the fingerplays introduced. Talk about the stories shared and encourage reading aloud to their children everyday. The toddlers will love the attention.

Reading-readiness skills are learned. They need to learn words on the page have meaning; the pictures in the book help tell the story; words on the printed page are read from top to bottom and left to right; pages are turned from right to left; fingers are used to turn the page. These are just a few of the things a child learns just by watching and listening to a story read aloud. Fingerplays help develop fine motor skills, and by listening for a short time now, their attention span will increase allowing them to listen to longer stories later.

Preschool storytimes are an excellent way to introduce the library and books to young children (usually ages 3-5) and their families. Studies have shown that children who are read to regularly enjoy books more and are more successful in school than children who lack this experience.

Choose books with clear pictures that can be seen well from a distance. Books should have a balance of pictures and text. A variety of art styles, lengths and tempos is desirable. Books that encourage child and parent participation are good. Simple storytelling without books or visual aids can be included if the stories are short and uncomplicated. Flannelboard stories are also popular.

Many people begin with a fingerplay or song to help children settle down. By using a short activity between each story, children have an opportunity to move a little and to break mentally from one story to another. Encourage parents and teachers to allow children a few minutes to look at books and to borrow books after the storytime to read at home or school.

3. FAMILY STORYTIMES

Family storytimes are an excellent method for promoting family literacy. The family storytime expands on traditional preschool programs in that both children and parents or caregivers actively participate during the entire program. This format gives the parents and caregivers the opportunity to become positive role models for their children in participating, reading and listening. The children have the opportunity to see their parents as partners rather than as observers as they listen to stories, sing and participate in activities.

Often, family storytimes incorporate a holiday or theme. For example, “Pajama Story Time” – where children are invited to come in the evening, wearing their pajamas, bringing a favorite toy or blanket, and snuggling up for a good book. Milk and cookies can be offered as a treat at the end.

With an older or more experienced audience, it is possible to use longer picture books and short chapters from novels as well as traditional storytime books. Children and adults respond to different aspects of each story with the teller of the tale encouraging interaction between child and parent for each other’s enjoyment and understanding.

Activities for smaller children can include rocking rhymes (i.e. “Trot, Trot, Trot to Boston”) and interactive poetry/tickling rhymes (i.e. “Going on a Treasure Hunt”) that use a parent’s touch to “draw” the story on the child’s hand, arm or back. Repetition becomes key when older children want a turn with mom or dad. Older children are welcomed to bring along a doll or stuffed animal to be their “baby.”

The frequency of family storytimes is up to the performer, but many find that having family storytimes offered only once or twice a month make the event more special.

For more information, see [Family Storytime: Twenty-Four Creative Programs for All Ages](#), by Rob Reid.

4. PARENT AND FAMILY INVOLVEMENT

“The single most important activity for building the knowledge required for eventual success in reading is reading aloud to children. Moreover, success in reading appears to be the gateway to success in other academic areas as well.” (Reading Is Fundamental <http://www.rif.org/parents/articles/FamInvolvement.msp>)

With all the information available on the benefits of reading to children it would seem that every parent would read to their child, but they do not. Early literacy is just another way libraries can make a difference in their communities. Educating parents of small children on just how important it is to read aloud regularly to their children should be a major part of your summer reading program. This effort can be achieved in a variety of ways.

Parents may not read to their children because they do not know how. What seems obvious to librarians may not be obvious to many parents. Hosting a program that outlines effective read aloud strategies with children is an excellent way to promote family literacy. Invite parents to attend this program, and make sure you have some fun activity for their children to participate in while they are listening to the speaker. Invite one of your local elementary educators to discuss early literacy practices or give the presentation yourself. There are a wide variety of books available on the subject. Make sure these books are on display in the library, so parents can check them out after the program. Booktalk some titles that are especially fun to read to small children. These and other great titles should be available in a display that parents can easily spot and checkout. Changing the books out periodically will create an easily accessible place for parents to find quality books to read to their children. Parents who may not have the time to sift through shelves of books will appreciate having the choices in a convenient location.

Host a Father’s Night Out. Have children bring their fathers and grandfathers to the library for a special program. We all know how important the male figure is in a young child’s life. What better way to promote literacy in young children than to have their fathers and grandfathers accompany them to the library? You could read stories to the group, make crafts and provide simple refreshments.

Consider planning your Summer Reading Program Kickoff event for later in the evening, and make it a family affair. Offer family reading certificates to families who read together. Older siblings can be “Book Buddies” to their younger brothers and sisters by reading to them. Allow these books to count as you would any other books read by the children.

The important thing is to educate parents on the importance of family literacy. We need to stress how little effort and time it takes out of already busy lives to read together, and how vital this little bit of time may turn out to be.

5. READING ALOUD AND STORYTELLING

So you have a group of squirmy children in your library for storytime. They are all sitting on the floor, peering up at you, just waiting to see what's going to come out of your mouth. Even children have certain levels of expectations when it comes to entertainment. You rub your sweaty palms against your pants and you start to feel the same nervousness that a public speaker may feel as they step up to a podium. What do you do? Do you grab a book and start reading in a shaky monotone? Do you think, the faster I read the sooner I'll be finished? Or, do you throw up your hands and go running from the building?

Hopefully you do none of the above. But, just in case, here are some tips that will make your reading aloud experience and your storytelling experience, more enjoyable for you and your listeners. The art of reading aloud and storytelling (yes, it is an art!) is all about action, emotion, and expression. There is a difference between reading a book and making the book COME ALIVE for the children. When reading a book aloud, follow these steps:

- 1) Find a book that you really enjoy reading yourself. Study that book like an actor studies a script. Become familiar with the dialogue. Note whether there are repetitions or rhymes within the text of the story.
- 2) Now that you are familiar with it, try reading it aloud to family members, friends, or your own children. Exercise your voice! Change the voices of the characters. Use your own facial expressions to reflect the expressions of the characters in the book. If the character is mad, then by all means, look and sound as mad as you can!
- 3) Find words that "move". These could also be called "action" words. If the characters are pushing and pulling, or jumping and skipping, or clapping and running, then get your audience to participate in these parts of the story by moving through the motions with them.
- 4) Get comfortable. Find a book-holding position that is comfortable for you. One way is to hold your book out to the side of you. Position your hand where the back of the book is resting against your thumb and your other four fingers are holding the pages flat. This way the book is easy to read and the children always see the pictures.

6. PUPPETRY

There are many kinds of puppets- finger puppets, stick puppets, hand puppets, mouth puppets, etc. to use with your summer reading programs.

Formal shows require some sort of puppet stage. These shows may be done "live" or the scripts may be taped ahead of time. Live shows are more spontaneous and allow for more audience interaction.

In an informal show you may wish to use a puppet to introduce a story and help keep the children's attention. Puppets can help children focus and keep their attention longer.

It is important to practice with your puppet, but it is not necessary to be an "expert". Try to develop a distinctive voice for each puppet. Use a voice that you are comfortable with and can use for long periods of time.

7. BOOKTALKING

A variation on storytelling, this skill allows you to end the program by "selling" a few books to be read by the audience. The idea is to tell enough about the book to capture interest without revealing the entire plot. Here are a few examples to get you started. More information is available in [Booktalk! 2](#) and [Booktalk! 3](#) by Joni Bodart-Talbot. If you use this for a program, try to have several copies of each title available so children can check out the ones they want.

- a) ***Louanne Pig in Making the Team*** by Nancy Carlson and Barbara Douglass.
(Grades Preschool - 2)

Louanne Pig practices cheerleading for the tryouts coming up while her friend Arnie works on football skills for football tryouts. Arnie can do flips and somersaults while Louanne helps Arnie learn to catch and tackle. As the week wears on, the two help each other, and by the end of the week, Arnie still can't catch the football and Louanne still can't do a somersault. Will either of them make their team?

- b) ***Golf in Action***, by Hannelore Sotzek. (Grades 4 – 6)

Have you ever wished you could swing a golf club and make a hole in one but don't know how to hold the club? Are you mesmerized by watching a ball travel high in the air, gently fall to the ground and roll to the green? Need help understanding the basics of the game and how to keep score? [Golf in Action](#) is for you. Learn about swinging, standing, holds, grips, clubs and divots to help you perfect your game.

- c) ***Spike It!*** by Matt Christopher (Grades 4 – 6)

Jamie is the star volleyball player for her school. She loves the game, and she's really great. She spends most of her time practicing. Her best position is "hitter". She can spike, pound and get the ball over the net. Jamie is the best but doesn't brag. She's glad her talents help make the team, a winning team. The team at home isn't doing as well however. Her dad has just remarried and a new stepsister has joined the family. Younger sister, Laura, has found a new idol in step-sister, Michaela, who happens to be a star volleyball player as well. Jamie is now facing the lost admiration of her baby sister and that playing volleyball with someone who is taking over the game just isn't as much fun. As a matter of fact, both Michaela and Jamie get benched for their behavior. Is their home life benched as well? Matt Christopher shares great stories. He knows how games are played, on and off the field.

8. OUTSIDE SPEAKERS and PERFORMERS

Sports programs are a great way to get the entire community involved with the library. Most children's teams need parent volunteers as coaches, referees and sponsors. Use this spirit of volunteerism to enlist volunteers for your own programs. Invite the coach of a little league team to give a demonstration or simply talk about the rules of baseball. Enlist your local high school football team to help with a program. **YOU DO NOT HAVE TO DO IT ALL YOURSELF.** There are many people who would be happy to present or help with a program if they were approached. Use them. You have so many things to do during the Summer Reading Program that a presenter could provide a little variety to your programs while freeing you up to do the other things on your list.

When planning for an outside speaker, make arrangements as far in advance as possible. Popular performers may book months in advance. Send a letter confirming the date, time, place, special equipment such as microphones, projector, etc. and program content. Make sure the speaker knows what age group to expect, and ask if he or she has worked with children before. Try to involve the children as much as possible. It is helpful to have things the children can touch or try on. Call the speaker several days before the program to confirm the schedule. On the day of the program, be there to introduce the speaker and to help arrange necessary equipment. Be sure to send a thank you note after the program. If the speaker is from a public agency, you might also want to send a letter to his or her supervisor. **ALWAYS HAVE AN ALTERNATE PROGRAM READY IN CASE OF A LAST MINUTE CANCELLATION.**

9. CRAFTS AND ACTIVITIES

Activities can be as simple as a fingerplay or as complicated as a craft. **ALWAYS MAKE A SAMPLE AHEAD OF TIME.** This will give you a better idea of what to expect. When planning crafts, keep the following things in mind:

- Always plan for more mess, more time and more materials than expected.
- **PRE-REGISTER!** There will always be some who failed to register, but it will give you a better idea of how many children to expect.
- Have supplies set up before kids arrive.
- Demonstrate for the group or have helpers do so at each table.
- Cover tables if using paint, glitter, glue, or markers. Cover the floor if using paint.
- Use "washable" paints and markers.
- Try to put craft materials in many small containers like egg cartons, pie pans, etc.
- Always have volunteers assist with crafts. (1 assistant for every 5-10 kids is preferable)
- Craft materials can be prepackaged and sent home with the children if the group is too large to permit the craft being done during the program.
- **DISPLAY CRAFTS!** Kids love to point out their work to their parents; plus, it is a cheap way to decorate your library for Summer Reading!

Remember to compliment the kids on the great job they are doing.

10. MUSIC AND SONGS

Music is a great way to involve everyone in a storytime program. The youngest of children are often motivated to move by the natural rhythmic beat, or comforted by soothing sounds. Rocking motions help stimulate the inner ear, promoting balance for young crawlers and walkers. Older children enjoy participating in the movement/motions of chanting a rhyme, repeating a line, or having an opportunity to be loud and wiggly while in the library! Music provides opportunities for learning letters, numbers, colors, nursery rhymes, and even foreign languages.

If you are among those talented enough to be able to play a guitar, recorder, or keyboard – you can add an exciting element to your storytimes. But for those of us who struggle to find even a voice to sing along, incorporating music can be a challenge.

In her book, The I Can't Sing Book: For Grownups Who Can't Carry a Tune in a Paper Bag – But Want to Do Music with Young Children, Jackie Silberg emphasizes the use of rhythmic activities to enrich children's lives. Contrary to the title, this is not a how-to on singing. Instead, it offers many wonderful suggestions for music. Even the most "musically challenged" people can learn to comfortably and effectively use music with young children and their families.

Other ideas for incorporating music:

- Act out a silly song with puppets, flannel board pieces, or dressed as a character.
- Borrow or make rhythm band instruments (sticks, bells, drums, symbols) and have a parade.
- Invite local musicians, bands, or specialty musicians to present a storytime. (**Check to see if a local Kindermuzik® instructor would present a free lesson – in exchange for free advertising for their programs.*)
- Adapt familiar tunes to fit a theme by changing the lyrics. (*i.e. "I'm a Little Teapot" becomes "I'm a Little Groundhog" for Groundhog Day*)

Borrow CD's and tapes of music from other local libraries. Look at collections of songs such as Do Your Ears Hang Low, The Silly Song Book, and American Folk Songs for Children. You will be surprised at how many songs you remember. This is a wonderful part of our cultural heritage that many children do not know.

11. POETRY

Poetry can add to any program. Children can easily remember and repeat poetry. Children who speak a language other than English and children with special needs may find poetry easier to catch on to than regular stories. Poetry is a wonderful way to express difficult emotions and inspire imagination. Try a variety of themes and types of poetry. Use funny or scary collections in conjunction with jokes and riddles. There are many illustrated collections that can be shared at storytimes and at programs for older children. For hundreds of ideas on how to use poetry, see The Poetry Break by Caroline Feller Bauer, The Handbook for Storytellers by Bauer or Juba This and Juba That by Darlene Hopson.

III. SUMMER READING PROGRAMS

1. BASIC GUIDELINES AND STRUCTURE

BASIC GUIDELINES

The best way to ensure the success of your summer reading program is to make sure you have a good set of guidelines. Guidelines provide the roadmap for all participants and program workers to follow. When setting guidelines it is important to remember your audience, staff, hours of operation and space considerations. To keep your program fresh it is suggested that you change your guidelines annually or biannually. If you counted hours read last year, count books read this year, etc.

A good program is flexible enough that all children who want to participate can. In addition, while you want to encourage children to read and listen to good books, the general goal of summer reading is to generate enthusiasm for books and reading and to promote the idea that reading is **FUN!** Don't put restrictions on what type of books the children can read.

What follows is a general outline for planning:

1. Concerning the participants, determine:

- which age groups will be allowed to participate (try not to leave out any age group)
- whether children will need to register for the program
- whether participants will count books or minutes read
- the minimum, if any, number of books participants will need to read
- whether children will receive prizes for books or minutes read

2. Concerning the program itself, determine:

- the duration of the program (6-8 weeks is the normal length)
- the number of programs to be offered
- the age groups for which programming will be offered (Try to offer a variety of programs that will appeal to different age groups.)
- where to recruit volunteers and how many will be needed
- the cost of the program (crafts supplies, refreshments, performer's fees, giveaways and prizes, etc.)

3. Concerning the individual programs, determine:

- the day(s) of the week and the times when programs will be held (Again, try to provide variation on the days and times to allow everyone the opportunity to attend.)
- the length of the programs
- whether outreach programming will be offered

4. Good publicity is invaluable to a summer reading program. If people do not know about the programs, how can they be expected to attend? Publicity can be accomplished in a

number of ways. School visits are without a doubt the best, cheapest way to promote your summer reading program. Every public library should be making school visits during May to promote their upcoming program. Provide flyers to be included in report card mailouts. Send information to your local newspapers, school newspapers, PTO newsletters and local radio and cable television stations. Display posters in the community: at doctor's offices, grocery stores, skating rinks, movie theaters, video stores, etc. Be sure that the posters list the library's name, the phone number, dates of the program, and any other relevant information.

5. A "Schedule of Activities" provides a handy reminder for participants. The schedule should list the planned programs, the dates and times they are offered, the age groups that are eligible to attend, and a brief description of each program. Note whether pre-registration is required. Include the dates the summer program will run, the library's phone number and any other pertinent information. Staff should also get a schedule.

6. Guidelines should be distributed to all staff and volunteers.

7. Registration forms can provide useful information. This is an easy way to determine yearly enrollment, as well as a simple way to fill out reading certificates in advance. They also provide a simple means of sending awards and statistical information to local schools regarding the number of their students who participated in summer reading. Finally, useful demographic and future planning information can be gleaned from the forms.

8. If possible, supply registration packets to all registrants. A packet could contain the registration form, schedule of activities, reading logs, a bookmark or sticker and copy of any rules or guidelines that participants need to be aware of.

STRUCTURES

When considering the structure of your program, keep in mind that the goal is to encourage reading and library use, to maintain good feelings and most importantly, to create an atmosphere that will increase children's self esteem, **AVOID COMPETITIVE PROGRAMS!** Consistently rewarding the best readers will only result in poorer readers feeling as if they have failed, thus making the library a place they do not want to visit.

There are an infinite number of ways to structure a summer reading program. Your goals and objectives, as well as your target audience, will determine how you structure your program.

Highly structured programs will exclude many children and should be avoided. A highly structured program may make it more difficult for children to succeed or participate in reading programs.

The following are things to consider when structuring your program:

1. Will reading logs be maintained by the staff or the child?
2. Will children be required to read a minimum number of books or minutes in order to earn a certificate? Setting this number too high will encourage children to cheat or not participate at all.

3. Will children set their own personal reading goals? An achievement agreement is included in the appendices.
4. Will the library provide a reading list in certain genres or subjects that the children are required to read from?

Decide to what degree your program will be structured and adjust each of the elements accordingly.

Plan it well, keep it simple, and HAVE FUN!

In addition to the above suggestions, the following ideas will work well with any structure:

1. Create an attractive display of books that reflect the theme. Make an attractive reading list that contains these titles, and give a small incentive when a child reads from this list (sticker, bookmark, stamp, etc.).
2. Certificates may be awarded to the child in a number of ways: at the Grand Finale Event or upon completion of the requirements. You can also send them to school once school has started back to be distributed by teachers, administrators or during an assembly by the librarian. This is an excellent way to generate publicity.
3. Children should be encouraged to challenge themselves with the materials that they choose, but they should never be made to feel embarrassed by their choice of materials.
4. Readers advisory: All readers enjoy personal introductions to books. Nonjudgmental assistance is desired, but attractive book displays, booktalks and fun bibliographies can be used to spark interest.
5. Contact teachers before school is out and have them provide any summer reading list they have given to the students. If possible, pull these books before the program begins and mark them so children can identify their school's list. Otherwise, make copies of the lists and keep them in an accessible place for the children to use on their library visits.
6. Listeners: Most libraries make provisions for non-readers and preschoolers in their summer programs by counting the books or minutes read to the child by family members or friends. Both the child and the library reap the benefits from this practice.

Studies have shown that 50% of a person's ultimate intellectual capacity is in place by age four. The most important thing anyone can do to help children succeed in school is to read aloud to them regularly, especially in the first five years.

PLANNING TIMELINE

Prior to preparing your timeline, take into consideration the following:

1. Clear visits with school and daycare officials early enough to get on their calendar.
2. Try to confirm dates for: Vacation Bible School

Camps
Little League playoffs
Pool openings
Other recreational special events
Last day of school
First day of school

3. Print deadlines for newspapers, PTO newsletters and other media.
4. Consider staff vacation schedules when planning programs
5. Set an orientation date early for staff and volunteers.

4-5 Months Prior to Summer (January or February)

1. Review your manual thoroughly. Read over the activity sheets to plan for required materials.
2. Decide on dates, structure and procedures for the program. Summer reading programs usually run from six to eight weeks.
3. Create a calendar for a tentative scheduling of programs to avoid conflicts with other library activities and with other community activities.
4. Determine the cost of the program. List all needed supplies, including arts and crafts materials, napkins, refreshments, give-aways, performer fees, etc. How much does the budget allow? List other resources in the community that could be helpful such as businesses, Friends groups, civic organizations, parents, etc. Place a list of needed materials in the library, and ask patrons to donate items. If you do not have a Friends group, contact:

Friends of Libraries USA,
American Library Association
50 East Huron St.
Chicago, IL 60611

Friends of Tennessee Libraries
www.friendstnlib.org/

5. Place want ads in local papers for performers and volunteers. Staff and patrons may have special talents and interests to share. Arrange for volunteers.
6. Order books to enrich the theme and order any media for programs.

3-4 Months Prior to Summer (February or March)

1. The program schedule should be almost complete. Plan alternate programs in case of cancellations
2. Talk with all library staff about your plans for the summer. Be sure to keep them informed as plans develop. Pages and clerks may assist with programs and sign up. They are also very good PR agents for programs. Maintenance people may have ideas for setting up displays. Invite all of your staff to participate.
3. Confirm films, performers, and craft dates. (Be sure to “kid test” crafts.)
4. Check State Library materials to ensure accurate number needed.

5. Order materials for crafts.
6. Check AV equipment and repair it if necessary. Plan publicity (see section on publicity). Prepare flyers with information about the Summer Reading Program for distribution to children and parents at schools, day cares and at the circulation desk.
7. Prepare needed materials for volunteers.

One Month Prior to Summer (April or May)

1. Send letters to Friends of the Library and community organizations for volunteers.
2. Place posters in the community and in each library.
3. Visit newspapers, radio, and TV stations to explain publicity needs. Take your first press release.
4. Make school visits. Do not forget private and parochial schools.
5. Distribute the letter from the Governor to parents or other custodial individuals. Distribute bookmarks or flyers during school visits and ask to have notices put in newsletters or sent home in report cards. Ask permission to post flyers or posters in the school. Do not forget parent groups and organizations like the Girl and Boy Scouts. Be sure to make every effort to contact day care groups. Sample letters to schools and day care centers are included in the PUBLICITY PLANNING section of this manual.

2-3 Weeks Prior to Summer (May)

1. Remind staff about the program and pass out schedules and rules you will be using.
2. Begin decorating the library
3. Make packets for registration. Include logs, schedule of events, etc.
4. Review the evaluation form as a reminder of all the statistics you need to keep.

After the Program

A follow-up with community sponsors is important in order to show your appreciation.

Do not forget to submit the completed Questionnaire/Evaluation Form found in the program manual. In addition, the Materials Order Form for the 2006 SRP may be found in the same section of this manual. Please observe the deadline for return to the Tennessee State Library and Archives.

The following is a program checklist that may be helpful when planning individual programs:

PROGRAM CHECKLIST

Theme:

Program Objective:

Target Age Group:

Target Audience Size:

Length of Program:
Date & Time of Program:
Set Up Time:
Program Presenter:
Address:
Telephone:
Additional Staff/ Volunteers Needed:
Activity:
Instructions:
Supplies & Equipment Needed:
Budget (include presenter's fees, cost of supplies, etc.):
Books & Audio Visual:
Publicity:
Evaluation:

2. VOLUNTEERS

A valuable component to any successful program is staffing. Now is the time to tap into a valuable resource... volunteers! Volunteers are an important part of the summer program and can provide the extra support needed to present successful activities.

In addition to parents of summer reading program participants, retired persons, scout troops, teens, civic organizations, garden clubs, and Friends of the Library groups, there are other individuals in the community who are willing to lend a hand to a specific task or event (i.e. music or art specialists). In order to maximize local volunteers there must be planning, advertising, recruiting, supervision and recognition.

Planning

Think through each program, listing and describing ways in which volunteers could help. Volunteers can prepare and serve refreshments, make copies, aid with children during storytimes and craft activities, shelve and straighten books, prepare displays and bulletin boards, and prepare craft supplies.

Once these summer programs are underway or even winding down, volunteers can aid in the "recovery" from summer reading by helping prepare for the demands of the upcoming school year.

Advertising

Please spend time in the section of this manual on publicity and public awareness activities that will be helpful in preparing advertisement strategies for encouraging volunteers. The most important objective you can have is to let the entire community know you need their help in order to make summer reading a success!

Recruiting

The following suggestions may help in the recruitment of volunteers:

- Place a sign-up sheet in a highly visible location for all library activities.
- Use a bulletin board to advertise specific task needs.
- Recruit from the Friends of the Library through a newsletter or regular meeting.
- Advertise in local papers, newsletters and high schools.

- For teenagers, look into having them submit a letter of recommendation from an outside source.

Supervision

- A good volunteer will be able to work with a little guidance and very little supervision.
- Make clear exactly what you expect from them as program volunteers; including dress code, scheduled hours, etc.
- Create an open and communicative environment. Be on hand to help or answer questions.
- Make the task worthwhile for the volunteer. Do not waste his/her time with unrelated items, poor timing or poor planning.

Recognition

Never allow a volunteer's contribution to go unrecognized. Recognize each informally with immediate thanks and more formally with a letter of appreciation, a copy of the certificate of appreciation provided with your summer reading program materials, or some other gesture of recognition such as a "thank you" dinner.

Volunteers and Programming

Tap into the talents of the community by recruiting volunteers to assist with or provide programming. In recruiting these resource people, approach them with concrete ideas or work with them closely in developing an idea together. Be sure that the person you are recruiting can relate to the age group for which you are planning programs.

Provide the volunteer person with any guidelines and background information:

- Emphasize that the program is statewide and publicly funded.
- Share examples of previous programs, successes and failures.
- Explain how his/her presentation fits with the entire program.
- The anticipated age and size of the group
- Desired length of the program
- Assure him/her that you will be with them throughout the program to assist him/her and supervise the children.

Where to Find Talented Volunteers

- Elementary and secondary teachers, especially of music, art, science and teachers of the gifted and talented
- Local community college or university professors
- Conservation or park officers, agricultural extension agents, parks and recreation workers
- Natural science, art or nature museums
- Planetariums or aquariums
- Community theaters
- Local clubs and organizations (i.e. request the talent of magicians, amateur radio operators, collectors and historians)

3. MONEY

Many libraries have nothing set aside in their budgets for the summer reading program, mainly because they cannot afford to do so. However, you can still have an awesome program with the help of local sponsors.

Begin early in the year calling local businesses and asking for donations. While some places may not donate money, they will donate merchandise (i.e. gift stores, novelty shops, etc.). If you cannot afford to buy prizes for your readers, get them donated. Local screen-printing businesses will donate t-shirts with your library logo on it; local restaurants will donate gift certificates. Skating rinks and public pools will donate free passes.

Businesses are eager to give to programs that they see are truly impacting the community. Publicity, through the media, is key in raising this type of awareness. If local business owners are opening up the newspaper and constantly reading about library events, they are going to realize what a great opportunity it is, publicity wise, for them to say: "I sponsor my library's summer reading program."

Start out by shrugging off any feeling of hesitancy; then, sit down and put together a preliminary letter telling potential sponsors all about the program and how their donations will lend to its success. Note that you will follow up your letter with a phone call. The next step is to mail these letters out. You will be amazed at the response you receive.

After you receive these donations, follow up with a thank you letter such as the following example, and you may possibly want to provide posters like the following that donors can display in their businesses. Remember to thank donors publicly any time you can. You may want to include the list of donors in a newspaper article announcing the upcoming summer reading program. The more appreciation and recognition you give these donors, the more likely they will be to provide donations again next year.

Sample Thank You Letter
Use Official Library Letterhead

Date

<Organization>

<Name>

<Address>

<City, State Zip>

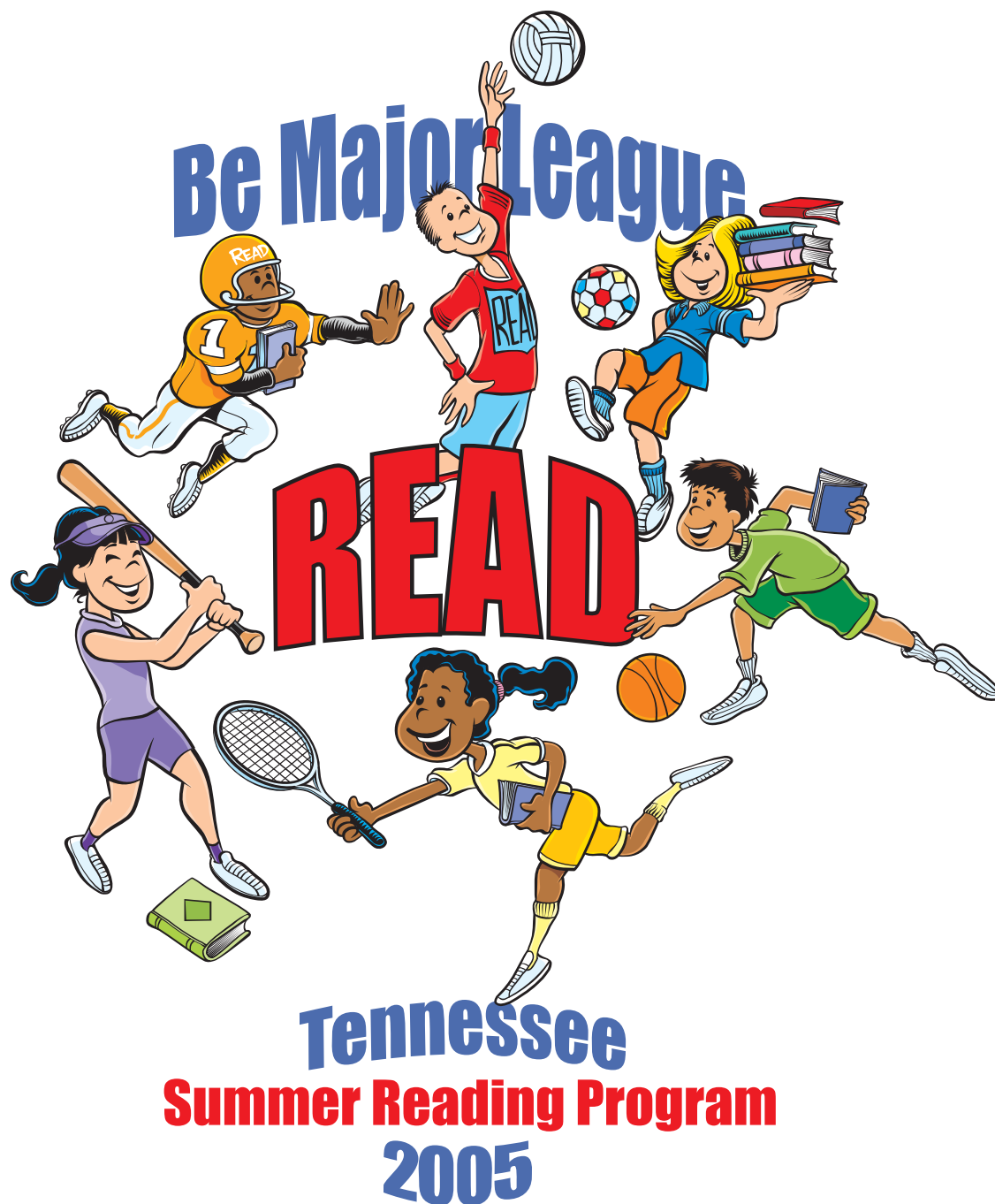
I would like to take this opportunity to express my gratitude for the support you have shown your community through sponsorship of the <name of the library> 2005 Summer Reading Program. Your support continues to make this program possible.

It is well known that summer reading leads to maintenance of reading skills and a love of reading for children and young adults during their vacation time. As a community leader, you understand the significance of good reading skills in building a better economy, a stronger society, and a richer quality of life for all of our citizens. It is Tennesseans like yourself who are actively involved in improving literacy, education, and quality of life in our state that make Tennessee the great state that it is.

On behalf of all the children in our community that can continue to participate in this program because of your support, I thank you.

Sincerely,

Director, _____ Public Library



© Norris Hall 2004

We sponsor
@ the (library's name)

4. How to Publicize Your Program

You have your manual, your posters, your certificates, and now you are ready to start the summer. But, before you jump into planning your program, stop to think about how you are going to publicize your big summer event.

It is time to hit the streets! People need to know what is going on at your library, and not everybody picks up the local newspaper and reads about it. There is no better place to start than in your public schools. Start scheduling appearances at schools in your area at the end of April or the beginning of May. This is field trip time, so you need to hurry and get your foot in the door. Start printing out brochures promoting the summer reading program at your library. If you do not have funding for this, get a local printer or a local business to donate what you need. You will be surprised to see how eager businesses are to donate to the public library. Once you have your brochures printed and your schools scheduled, the next step is to put together an in-your-face presentation that will have the kids begging their parents to take them to the library. Some schools may let you come and speak at their assemblies; while at others, you may literally have to go from classroom to classroom. Don't let this discourage you...the response will be worth all the legwork.

When you go into the schools know exactly what you are going to be doing for your summer reading program. If talking to a school assembly, get them warmed-up by doing this reading cheer:

*We like reading, yes we do
We like reading, how 'bout you?*

To make it even livelier, have the boys and girls compete against each other to see who can say it the loudest.

For smaller groups, show your enthusiasm by dressing up. Since the theme is all about sports, be a cheerleader or a coach. Carry pom-poms or a whistle. Make up your own library cheer. Create jerseys for your library staff to wear. Create your own library mascot and have "it" travel to the schools with you and help with the promoting. Have a relay! Tell the kids it's a "reading relay", and as part of the library team, they have to pass on the information about the summer reading program to someone else.

Finally, be sure to write your own spot for radio, and be sure to extend your visits to headstarts, daycares, pre-schools, and children's centers.

IV. OUTREACH TO SPECIAL POPULATIONS

1. CHILDREN WITH SPECIAL NEEDS

It cannot be said often enough how important it is to reach out to special needs children. Libraries are founded on the principles of service to the underserved. There cannot be a group more underserved than this. Contacting your local special education instructors and civic organizations is the first step in reaching out to this group. They will be able to help you identify the needs of your community and reach those members of your community with special needs. In every community there are special needs groups that may be reached. Each community has children that face visual or hearing impairments, physical disabilities, and mental and emotional retardation. These children need our support, and for the most part, meeting those needs is not as difficult as it may seem.

The key to effective programs for special needs children is volunteers. The more people you have to help you, the smoother a program will go. Friends groups and teen volunteers are the most likely candidates when looking for help. The majority of library patrons would be happy to volunteer their time to work with your summer reading program if they knew what was needed of them. Post a sign up sheet at your circulation desk asking patrons to sign up as volunteers for specific programs. Do this early, so the volunteers will have enough time to work it into their schedules. Contact your civic organizations and ask them if they would consider volunteering their time for a program. Most high schools encourage their students to complete a certain amount of volunteer hours before graduation; what better place to volunteer than a library.

When planning a program, keep these special needs children in mind. A few tips for serving special needs children are:

- Textures are important for visually impaired children when making crafts.
- Local churches often have sign language interpreters that will volunteer at a story hour that hearing impaired children will be attending.
- Some mentally challenged children have trouble focusing their attention for long periods of time. Programs should be shorter with many different activities.
- Make sure there is sufficient room for children who use wheelchairs or walking aids to move around.
- When playing games or making crafts with children who have fine motor skill difficulties, make sure the items they are working with are large and easy to grasp. Small items like sequins may be difficult to manipulate.
- **MOST IMPORTANTLY-** Special needs children are not that different from any other child in your program; they all love a good story and want to have FUN!

When finding programs for this year's sports theme, you may be tempted to have the children play many of the sports. Remember that some of your patrons may face limitations that make it impossible to play certain games. Planning for these issues in advance will keep you and the child from facing disappointment and embarrassment on the day of the program. There are many creative ways to use sports in programming without excluding special needs children.

2. TENNESSEE LIBRARY FOR THE BLIND AND PHYSICALLY HANDICAPPED

The Tennessee Library for the Blind and Physically Handicapped (LBPH) loans the same type of materials that are available from public libraries. The central location of the LBPH makes it impossible for patrons of the LBPH to participate in a summer reading program at the library. However, if you would accept the materials borrowed from the LBPH for your summer reading program requirements, children with print disabilities would be able to participate in your summer reading program. Please reach out to the children with print disabilities in your area, and encourage them to participate in your summer reading program. A bibliography of titles from the Library for the Blind that deal with this year's theme is available in the Bibliography section of the manual.

3. CHILDREN WITHOUT REGULAR ACCESS TO THE LIBRARY

It is also important to remember children who do not have access to the library for various reasons. Some of these children would be able to participate in programming if the times for these programs were scheduled later in the day. Children whose parents work during the day might be more likely to participate if programs were held on the weekends or after 5:00 p.m. Taking programs to daycares and community centers is another excellent way to allow children in the community to participate. Some Tennessee libraries even take their programs to low income housing developments. These programs have been overwhelmed with children eager to participate. The more ways we reach out to children in our community, the more we get back. It is essential to a growing program that libraries explore alternative types of outreach. The little we do can mean a lot to a child in need of our services.

4. INCORPORATING LARGE GROUPS INTO YOUR PROGRAM

No library wants to complain about too many children being at their programs. Sometimes, staff members are caught off guard by overwhelming numbers, and they begin to panic because there is not enough space, or not enough materials, or not enough snacks, etc. Small groups are much easier to manage, but let's face it... everybody loves a crowd! With summer programming it is always wise to have a back-up plan. If you had a craft planned for a small group, but you have a large group instead, make sure you have a substitute activity, i.e. interactive songs or games to take the place of the craft. It is almost impossible to do crafts with a group of 50-100 kids or more. If you are determined to get your crafts in, consider having an alternative craft workshop on another day besides storytime day. Make sign-up a requirement so you know ahead of time how many materials you need to purchase. You may even have a crafty person in your community who will be willing to teach the workshop. This type of program is great to do on Saturday mornings.

While crafts may not be an option, there are still many things you can do with large groups. Start considering other activities that involve lots of audience participation. Have a game show where all of the questions are book or library-related and your contestants are some of the kids from the audience. Have a local drama class/club come and put on a performance for your large group. Have a testimonial time. Ask the children what good books they have read so far, and allow some of the children to get up and tell everyone why they liked the book. The parents even enjoy participating in this. That's not all! Have a puppet show or hire a professional entertainer. Have local teachers put together a small

program to do at your library at the beginning of the summer, letting the kids know how much they want them to read on their break. Put more emphasis on entertainment with your large group rather than hands-on activities.

5. LITERACY AND ADULT EDUCATION STUDENTS

Adult students face a similar problem in the summer. One in four adults in Tennessee lacks a high school education. Many of these individuals seek adult education classes to help them improve their skills. Many of their classes and tutors do not meet in the summer, and they are as at risk as the children for losing those skills they have gained during the school year. This backsliding may cause many adult students to give up on these programs and give up any progress they have made. Studies show that summer reading programs are an excellent way for children to maintain their reading skills from school year to school year. The same could be said for adult summer reading programs. Hosting summer reading activities for your adult education students, will allow them the same benefits summer reading activities provide for children. One of the most frequently cited reasons for improved adult reading skills is to be able to read to and with the children in their families.

In addition to reaching adult literacy students, this is one way to get their children, who might be considered “at risk”, into your program. In some cases, this could be the first step toward breaking the cycle of illiteracy in a family. The theme for this year lends itself wonderfully to an adult education and family literacy program. Many participants in adult education classes are male. Sports books and athlete biographies are a great way to get them interested in reading. Parents are big supporters of the athletics their children are involved in; transferring the idea of sports from the field to the library is ideal for family literacy. Active parenting materials are available through your regional library. Contact your local literacy coordinator for more details and about the possibility of developing a program for his/her students. Book clubs are a great program. Students can read a small book or passage together and discuss it.

You may want to issue certificates to these students at the end of your program. If you are ending with a final event, be sure to include them; better yet, host an adult final event just for them. Ask if they would like to volunteer at the children’s finale.

It is important to be considerate of their needs as adult learners. If you announce the names as you award certificates or publicize it in the local paper, be sure to check with the students to see if they want to be included in this part of the program. Some would be proud, but others would feel shy or embarrassed.

6. Providing Bilingual Programs to Spanish-Speaking Children

Including Spanish-speaking children in your summer reading program, is imperative. The Spanish-speaking population in Tennessee is over 100,000. They are the fastest growing population in the southern United States. You do not have to speak Spanish to provide great service to these children. However, it would be more beneficial to the patrons if you could find someone who is bilingual to help at your programs. Contact the English as a Second Language Instructor at your local school or board of education. They should know the names of individuals who might be willing to volunteer their time. Many times there is someone in your community who is bilingual and already volunteers their assistance to

non-English speakers. Providing Spanish books is another way to serve this growing population. Bilingual books, books written in Spanish and English, are also a great way for non-English speakers to learn the language. They allow the reader to see both languages. If you do not have bilingual books, you can ask your Spanish-speaking volunteer to translate as you read. Bilingual storytimes are wonderful because they allow both English and Spanish-speakers to participate. The stories are written and read in both languages. Incorporating music into your program is another excellent way to allow everyone to participate. The rhythm and repetition of music make it easier to learn. As babies, we use music to increase our vocabulary; the same is true for foreign languages. There are many resources available for libraries working with Spanish-speaking patrons. A list of Spanish titles is included in the Bibliography section, but there are many other titles that would work as well.

Remember: A smile is understood in every language

Web sites

Finger Plays – www.geocities.com/Athens/Delphi/1794/childrensspanish.html
www.hevanet.com/dshives/juegos/

Lesson Plans – www.teach-nology.com/teachers/lesson_plans/languages/spanish/
www.education-world.com/a_lesson/lesson023.shtml

Professional Development

www.cbcbooks.org/html/library_outreach_to_hispanic_c.html
www.sol-plus.net/sol.htm

DIRECTORY OF SPEAKERS & PERFORMERS (GROUPS OR INDIVIDUALS WHO ARE AVAILABLE FOR CHILDREN'S PROGRAMS)

ALTAMONT

Genie Rollings Valentine

P.O. Box 158

Altamont, TN 37301

(931) 692-8474

Storyteller and other programs

CHATTANOOGA

Tennessee Aquarium

Education Outreach

(800) 262-0695 ext. 4056

(423) 785-4056

Will travel 150 mile radius of Chattanooga

COLUMBIA

Karen A. Farmer Wanamaker

3641 Trousdale Lane

Columbia, TN 38401

(800) 615-5860 (Access Code 388)

(615) 388-5860 (Home)

Storyteller for children of all ages,

COOKEVILLE

Bear Creek Tellers

Jo Covington

1473 Bear Creek Road

Cookeville, TN 38506

(931) 528-2042

Storyteller

Contact for fee information

The Notgrass Company

370 S. Lowe Ave., Suite A, PMB 211

Cookeville, TN 38501

(800) 211-8793

"Walk through America with Stories and Songs"

Contact for fee information

FRANKLIN

Harpeth Valley Storytellers

Janice Keck

1314 Columbia Ave.

Franklin, TN 37064

(615) 794-3105 (work)

(615) 595-1240

jkeck@williamson-tn.org

Storytellers

Contact for fee information

Williamson County Animal Control Shelter

Debbie Leddy

138 Claude Yates Drive

Franklin, TN 37064

(615) 790-5590

Does programs on animals and animal safety.

FREE to Williamson County and surrounding areas

GALLATIN

Lori Kissinger

1210 Lake Rise Place

Gallatin, TN 37066

(615) 826-5252

userk7706@aol.com

Specializes in 19th Century music and musical instruments. She weaves storytelling and participation into her presentations.

Contact for fee information

Neil Laffely

"Musical Warrior"

963 Aqua Drive

Gallatin, TN 37066

(615) 452-8763

Music therapy/ Children's music/

Entertainer/ Interactive Program

Ages: 3 and up

Contact for fee information

Susan Oliver

963 Aqua Drive
Gallatin, TN 37066
(615) 452-8763

Storyteller: Traveling trunk about colonial life with artifacts/ Native American history stories with songs/ Black History musical program/ Children's songs and stories

Troy MacNaughton

238 Huntington Dr.
Gallatin, TN 37066
(615) 230-8989

Singer/ Songwriter/ Guitarist/ Children's Storyteller. Audience participation is part of the show.

Contact for fee information

GERMANTOWN**Billie "Patch" Martin**

2259 Shepherdwood Lane
Germantown, TN 38138
(901) 737-4088

GREENVILLE**Lowery Begay**

Navajo Hoop Dancer
Nationofchange@hotmail.com

Indian Creek Productions

Mark and Sherry Finchum
www.indiancreekproductions.com

HENDERSONVILLE**The Clay Lady**

Danielle McDaniel
(615) 822-0016

Danielle@theclaylady.com

Teaches the use of clay and art. Kids make and keep a clay item. Works well with large groups as well as small.

Contact for fee information

Gina Meengs

Hendersonville, TN
(615) 264-8556

Musical and storytelling programs

JONESBOROUGH**Jonesborough Storyteller's Guild**

Linda Poland
P.O. Box 765
Jonesborough, TN 37659
(423) 753-9882
(423) 913-0417 (fax)
jlkapoland@aol.com

LAWRENCEBURG**Amazing Urban Safari**

Greg and Shelia Carter
1513 Springer Road
Lawrenceburg, TN 38464
(931) 766-3497
(931) 766-7726 (fax)
Magic with live reptiles

MEMPHIS**Bobbie Drobeck**

Yarnspinners of Memphis
1271 Poplar Avenue #1208
Memphis, TN 38104
(901) 274-7566
drobeckb@aol.com

Lona Dara Kelondra

Yarnspinners of Memphis
3730 Donna Drive
Memphis, TN 37127
(901) 487-8041
kelondrald@memphis.lib.tn.us

T.J. McMichael

Yarnspinner of Memphis
3150 Scotland Road
Memphis, TN 38128
(901) 358-7138
ecoues1899@hotmail.com

Lynnie Mirvis

Yarnspinners of Memphis
5676 Redding
Memphis, TN 38120
(901) 767-3848
mirvis@msn.com

MT. JULIET

Jim Moore

The Animal Band
1011 Singing Springs Road
Mt. Juliet, TN 37122
(615) 754-8701
info@theanimalband.com
www.theanimalband.com

NASHVILLE

Bruce Amato

(615) 824-1752
Award winning children's magician
and various theme entertainer.
Designs shows for SRP.

Sandy Cohen

615 Church Street
Nashville, TN 37243
(615) 862-5750
Does program on sign language for
children, tells stories by signing
Geographic Restrictions: Nashville and
surrounding areas

Katherine Dines

2000 Little Raven Street #C-1
Denver, CO 80202
(303) 298-7122
kdines@hunktabunkta.com
www.hunktabunkta.com
Tours annually in Tennessee

Kathleen Lynam & Linda Pfeffer

Crafty Characters
(615) 791-4638
(615) 794-7963
Stick puppets and more

Davidson County 4-H Club Office

Justin Crowe
800 2nd Avenue North, Suite 3
Nashville, TN 37201
(615) 862-5995
(615) 862-5998 (fax)
Arts & crafts, woodworking,
needlework, clothing, baked goods,
nutrition, health & wellness

Flumpa and Friends LIVE!

Ion Imagination Entertainment, Inc.
Wendy Whitten
P.O. Box 210943
Nashville, TN 37221-0943
(800) 335-8672
(615) 646-3644
(615) 646-6276 (fax)
FLUMPA@aol.com
www.Flumpa.com
Interactive musical science adventures

Fred Frawley

(615) 831-6950 ext. 362 (work)
(615) 834-0619 (home)
Tall tales and music for children of all
ages. Performed at the Country Music
Hall of Fame and Jacktales Festival.
Member of the Nashville Storytelling
Network.

Adventure Science Center

Museum Mobile
800 Ridley Blvd.
Nashville, TN 37203
(615) 862-5160
Various educational programs.
Geographic Restriction: Middle TN

Meg Risser

(615) 292-5445
Incorporates reading and other sensorial
activities into a wonderful learning
experience for the young and old.
Interactive program for caregivers and
children

Tennessee Storytelling Association

Robin B. Fuller, Executive Director
Guerry McConnell, President
P.O. Box 150984
Nashville, TN 37215-0984
(615) 662-0722
rbfuller@mindspring.com

Rachel Sumner

217 Silo Court
Nashville, TN 37221
(615) 646-3220
(615) 662-0512
Rachel@rachelsumner.com
<http://songs.com/Rachel>
Storyteller stimulates imagination
with music and storytelling.

Vanderbilt Children's Hospital

Janet Cross
1211 22nd Avenue South
Nashville, TN 37232
(615) 322-0358
Demonstrates "hands on" activities
with dolls and hospital kits used on
children making their first hospital or
doctor visit.

**WOLF TRAP Early Learning through
the Arts**

Lattie Brown & Rachel Sumner
Tennessee Performing Arts Center
(615) 687-4287
lbrown@tpac.org
Contact for fee information

NEW MARKET**Lynne McCoy**

New Market, TN
(865) 397-9540
backwoodslynne@aol.com
Wildlife rehabilitation programs
Contact for fee information

ROGERSVILLE**Doc & Guerry Jameson McConnell**

423 East McKenney Ave.
Rogersville, TN 37857-3339
(423) 272-8549
(423) 921-0799 (fax)
anguery@bellsouth.net
Tennessee storytellers, both have
over 40 years experience. Likes
working with public libraries and
schools. Great as a team or separate.
Contact for fee information

TULLAHOMA**Michael Bradley**

(931) 455-0702
Storyteller, especially good with Uncle
Wiggly stories.
Geographic Restriction: 60 miles

BLOUNTSVILLE, AL**John Ferguson**

"Riverboat John Ferguson"
120 Lambert Circle
Blountsville, AL 35031
(205) 466-5319
Kala@hopper.net
[www.hopper.net/~kala/RiverBoatJohn.ht
ml](http://www.hopper.net/~kala/RiverBoatJohn.html)

North Carolina**Mountain Marionettes**

(828) 862-8122
vanpuppet@citcom.net
www.mountainmarionettes.com

Laura Boosinger

Music of the Southern Mountains
(888) 285-0895

SPORTS TEAMS**Austin Peay State**

Brad Kirtley
(931) 221-7561

Chattanooga Lookouts

Kristin Dillard
(423) 267-2208

East Tennessee State University Bucs

Barbie Breedlove, Associate Athletic Dir.
(423) 439-8642
breedlov@etsu.edu

Lambuth Eagles

Will Atkinson
(731) 425-3256

Lipscomb Bisons

Mark McGee
(615) 279-5862

Memphis Redbirds

Molly Darnofall
Molly.darnofall@memphisredbirds.com
(901) 722-0213
Chris Pegg (mascot)
(901) 722-0249

Memphis River Kings

Stacie White
(662) 470-2154

MTSU Blue Raiders

Mark Meadows or Jodi Greeson
(615) 904-8381 or (615) 494-8951

Music City Raceway

Rick and Charlotte Gonzalez
(615) 264-0375

Nashville Sounds

Sarah Barthol
(615) 242-4371 ext 113
Mascot and player appearances,
read baseball books and play
baseball trivia

Nashville Super Speedway

Joel Thacker
(615) 547-7500

Tennessee Smokies Baseball

Lauren Chesney

(865) 286-2300

lchesney@smokiesbaseball.com

Tennessee Volunteers

Gerald Harrison
(865) 974-5789
Fill out player request form below

University of Memphis

Olympic Sports
Jenny Rosellif
(901) 678-2315

**University of Tennessee Chattanooga
Mocs**

Jeff Romero
(423) 425-5292

**University of Tennessee Martin
Skyhawks**

Joe Lofaro
jlofaro@utm.edu
(731) 881-7632
40 Skyhawk Field House
Martin, TN 38238
Fax (731) 881-7624
The skyhawks are a leader in rodeo and
cheerleading.

Vanderbilt Commodores

Joe Fisher
(615) 343-6210

West Tennessee Diamond Jaxx

Abi Gerhard
(731) 988-5299

Resources for Children's Programs

As you look through this resources section, you may think of others that you have used or with which you are very familiar. Please refer to the online manual to locate a form that you may use to submit new resources. You may submit the changes via email.

A. SOURCES FOR SUPPLIES

ABC SCHOOL SUPPLY COMPANY
3312 North Berkeley Lake Road
P.O. Box 1000019
Duluth, GA 30136-9419
www.abcschoolsupply.com
800-669-4222

ALA GRAPHICS CATALOG
50 East Huron Street
Chicago, IL 60611
www.ala.org

BACON CO., INC
200-208 Summit Hill Dr.
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